

Criteria for Determining Participation in the Alternate Assessment for Independent Functioning in lieu of the general education assessment

The SEA must establish and ensure implementation of clear and appropriate guidelines for Case Conference Committees to apply in determining when a child's significant cognitive disability justifies assessment based on alternate achievement standards. 34 CFR 200.6(a)(2)(iii)(A)(1)

The case conference committee (CCC) determines, based on the criteria provided and the student's individual and unique needs, whether a student with a disability will be assessed on academic achievement standards, on modified academic achievement standards, on alternate academic achievement standards for academic competence or on alternate achievement standards for independent functioning. If the CCC determines that a student will be assessed on alternate achievement standards, the CCC report must describe the reasons it is not appropriate for the student to participate in the general assessment or the modified assessment and include information in support of each of the criteria below. The committee must be informed that the decision to participate in an alternate assessment means that goals describing grade-level proficiency typical of students who intend to receive a high school diploma will not be included in the student's individual education program.

CRITERIA (All three criteria must be satisfied for a student to be eligible to be assessed on modified academic achievement standards in either mathematics or English/language arts. In addition, the decision cannot be based on the exclusions provided below.)

1. **Presence of a Disability:** There is empirical evidence of a severe disability that precludes the acquisition of Indiana Academic Standards and a high school diploma.
2. **Intensity of Instruction:** Even with extensive, intensive, pervasive, frequent, and individualized instruction in all settings, the student is unable to acquire, maintain, generalize, and apply academic skills across environments.
3. **Curricular Outcomes:** The goals and objectives listed in this student's IEP focus on progress within functional achievement indicators and extensions to the Indiana Academic Standards. The student strives to achieve the most basic self-help and communication skills and is seeking opportunities throughout the day to accomplish very individual goals.

EXCLUSIONS

The CCC's determination that the student will be assessed on alternate achievement standards cannot be based on factors such as:

- a. Excessive or extensive absences.
- b. Social, cultural or economic differences.
- c. The mere existence of an IEP or identification in a specific disability category.
- d. A specific special education placement or services.
- e. Emotional, behavioral or physical challenges.
- f. Anticipated scores on ISTEP+.
- g. Concern for AYP calculations.

The Indiana Department of Education will utilize these criteria when reviewing or monitoring student education records for the purpose of determining eligibility to be assessed on alternate achievement standards and including alternate assessment data in federal and state accountability determinations.